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ABSTRACT

To determine why blacks are underrepresented in the field of nursing, a three-year nationwide study was undertaken to examine and evaluate the recruitment and retention strategies used in schools of nursing, and to identify the most successful ones. Forty schools in 16 states were selected by their geographic and program representativeness; they offered associate, diploma, and baccalaureate programs in nursing. Data were collected by questionnaire. It was found that (1) the presence and activities of black faculty had a direct bearing on recruitment and retention, even while these faculty members were carrying out all other faculty responsibilities, and (2) these faculty had significant career barriers. White faculty members in integrated (i.e., not predominantly black) schools were more supportive of their school's recruitment and retention efforts than black faculty, although they were less aware of the efforts currently underway. Schools in southern and western states were most successful, overall, and predominantly black schools had more success with retention than integrated schools. Faculty background and attitudes were found to be significant variables in school success, as were innovations in scheduling, course choices and course loads, and teaching methods. (MSE)

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FACULTY INFLUENCES ON BLACK RECRUITMENT AND RETENTION IN SCHOOLS OF NURSING

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FACULTY INFLUENCES ON BLACK RECRUITMENT AND RETENTION

IN SCHOOLS OF NURSING

During the 1960's, nursing leaders became increasingly concerned about the gross underrepresentation of minorities, especially blacks, in the profession. The changing social climate of the times, in addition to heightened demands for equity in higher education, sparked intensive efforts to interest and recruit blacks into nursing. In recent years, emphasis also has been placed upon assisting blacks to remain in and graduate from schools of nursing. These efforts have increased the numbers of black admissions, enrollments, and graduations from accredited nursing programs. In 1965, for example, blacks comprised only 2.9 percent of all student nurse enrollments. At the time, the total registered nurse work force was approximately 3 percent black. Ten years later, blacks were more represented in schools of nursing - they comprised 12.3 percent of the total admissions, 8.3 percent of the total enrollments, and 9.2 percent of the total graduations from nursing school programs. Despite such increases, however, the registered nurse corps remains predominantly white (95%)

Motivated by a desire to understand why blacks are so grossly underrepresented in nursing, the staff of the Program of Health Services Delivery, Bureau of Governmental Research, University of Maryland (College Park), under the direction of Dr. Eleanor G. Feldbaum, embarked on a three-year nationwide study funded by the Division of Nursing, U.S. Department of Health, Education, and Welfare (Project No. NU00570). A central focus of the study was to examine and evaluate the various recruitment and retention strategies utilized by schools of nursing throughout the country to determine which

are most successful. During the 1977 and 1978 academic school years, the Program staff visited 40 associate, diploma, and baccalaureate nursing educational programs in 16 states. The sample schools were selected on the basis of geographic and programmatic representation, success in enrolling at least a 10 percent black student body, and willingness to participate in the study. At each school, data were collected from students, faculty, financial aid officers, and directors, chairpersons, or deans.

Questionnaires were developed to obtain information about each school's strategies for recruiting and retaining black students. The data provided by the directors of nursing and the questionnaire responses of the faculty members surveyed provided a wealth of data by which to assess recruitment and retention strategies. The following report draws upon the questionnaire responses of the nursing faculty from the 40 sample schools in examining their roles and influences in recruiting and retaining black students.

Data Collection

Data for the national study were collected in two phases. First, during the 1977 academic year, staff members visited 27 associate, diploma, and baccalaureate schools of nursing in 12 geographically dispersed states. At the time the study was conceived, these schools were among the most successful in integrating their student bodies. All were located within a major metropolitan area with large concentrations of black residents, and all reported having at least a 10 percent black student enrollment.*

*All 27 schools reported at least a 10 percent black student body at the time the study was conceived in 1976. When visiting these schools one year later, some schools' black enrollment had dropped below the 10 percent criterion.

After visiting these schools, it was decided that a data collection effort in predominantly black schools of nursing would provide an interesting comparative base in examining black recruitment and retention strategies. In 1978, the project staff visited 13 predominantly black schools of nursing in a 5 state area (New York, North Carolina, Florida, Louisiana, and Illinois). Only associate and baccalaureate nursing institutions were visited, as we were unable to locate a predominantly black diploma school.

Nursing faculty in both predominantly black and integrated schools completed the same survey instrument. The interview schedule contained items pertaining to faculty's: personal background, educational experience, employment and work experience, and assessment of their own personal and organizational involvement with black student nurses.

Questionnaires were self-administered by 589 nursing faculty; 463 were completed by educators in integrated schools of nursing and 123 were obtained from faculty in predominantly black schools. As Table 1 illustrates, the racial composition of faculty respondents is closely aligned with the actual faculty racial composition in the participant schools of nursing. In the integrated schools, the faculty sample obtained was 81.0 percent white, 13.7 percent black, and 5.3 percent other minorities. In predominantly black schools, white faculty comprised 34.8 percent of the total sample, while blacks totalled 57.6 percent of those surveyed; other minorities represented 7.6 percent of the faculty sample.

Personal and Educational Background

An examination of the personal background characteristics of nursing faculty reveals both similarities and differences (see Table II). An

overwhelming majority of educators surveyed were female and Christian. A plurality also were or had been married. In contrast to almost two-thirds of the black faculty who were mothers, less than half of the whites had children (this difference was most pronounced in predominantly black schools of nursing). The faculty surveyed in predominantly black schools were older and had been married longer than their colleagues who worked in integrated schools. In addition, their children tended to be of junior high school age or older, as opposed to the high concentrations of preschool and elementary school aged children being reared by faculty employed by integrated nursing institutions.

Racial differences with respect to personal background were also apparent. Interestingly, the black educators were more likely than their white counterparts to have been either the youngest child or oldest girl in their families. Moreover, blacks were exposed more to working mothers than whites. While nearly two-thirds of the black faculty in both types of schools reported having been raised in a family environment where their mothers worked, less than one-half of the white faculty reported the same. The educational attainment of black and white faculty's parents and spouses was similar. On the average, their parents had completed high school while their spouses had earned college degrees.

TABLE I

COMPARISON OF THE ACTUAL RACIAL COMPOSITION OF FACULTY IN PARTICIPATING SCHOOLS OF NURSING WITH OBTAINED SAMPLE (Percentage, N in Parenthesis)

RACE	SAMPLE COMPOSITION	ACTUAL COMPOSITION
INTEGRATED SCHOOLS		
White	81.0 (375)	81.3
Black	13.7 (63)	14.5
Other Minorities	5.3 (25)	4.2

Table I Continued:

PREDOMINANTLY BLACK SCHOOLS	SAMPLE COMPOSITION	ACTUAL COMPOSITION
White	34.8 (43)	29.7
Black	57.6 (71)	61.6
Other Minorities	7.6 (9)	8.7

TABLE II

PERSONAL AND EDUCATIONAL BACKGROUND CHARACTERISTICS OF FACULTY RESPONDENTS BY RACE AND TYPE OF SCHOOL SAMPLED
(Percentage Unless Indicated)

ITEM	INTEGRATED SCHOOLS		PREDOMINANTLY BLACK SCHOOLS	
PERSONAL BACKGROUND	White (N=375)	Black (N=63)	White (N=43)	Black (N=71)
Age (mean)	39	36	44	43
Percent Female	98.1	100	100	96.2
MARITAL				
Single	32.4	18.6	31.3	13.5
Married	56.1	61.0	43.8	59.8
Divorced	9.6	16.9	18.8	21.2
Widowed	1.9	3.4	6.3	5.8
CHILDREN				
Percent With Child	44.6	63.1	21.9	67.9
Number Children (median)	.4	1.2	.2	1.3
AGE OF CHILDREN				
Preschool/Elementary	64.4	63.4	42.9	41.6
Junior High/High School	11.0	19.5	28.6	27.8
Eighteen Years or Older	24.7	17.1	28.6	30.6
PARENTAL/SPOUSE EDUCATION				
Father's Education (mean yrs)	11.9	11.7	11.5	10.9
Mother's Education (mean yrs)	12.0	11.8	10.8	11.3
Spouse's Education (mean yrs)	16.5	15.6	17.2	16.0
RELIGION				
Catholic	28.6	16.9	12.5	0
Protestant	60.8	79.7	37.5	85.4
Jewish	3.5	0	8.3	0
Other	7.1	1.7	41.7	14.6
MISCELLANEOUS				
Only Child	13.3	9.3	10.3	8.5
Youngest Child	18.1	24.1	13.8	17.0
Youngest Girl	7.4	11.1	3.4	4.3
Middle Child	20.7	14.8	17.2	31.9
Oldest Child	22.9	13.0	44.8	21.3
Oldest Girl	17.6	27.8	10.3	17.0
Mother Did Not Work	58.5	37.5	56.7	36.2
Mother Worked, Part-Time	17.0	25.0	30.0	25.5
Mother Worked, Full-Time	24.0	37.5	13.3	38.3
Year Married (median)	1965	1967	1961	1960

~~Table II Continued:~~

EDUCATIONAL BACKGROUND

ASSOCIATE/DIPLOMA				
Earned Degree	50.0	47.0	67.7	48.1
Year Began (median)	1956	1960	1948	1951
Year Graduated (median)	1959	1963	1951	1954
BACCALAUREATE				
Earned Degree	95.6	98.2	100	96.1
Year Began (median)	1962	1965	1955	1958
Year Graduated	1965	1969	1959	1962
Still Attending	.8	0	0	0
MASTER'S				
Earned Degree	71.8	78.0	100	80.8
Year Began	1970	1971	1963	1967
Year Graduated	1971	1973	1966	1968
Still Attending	3.6	4.4	0	4.6
DOCTORATE				
Earned Degree	6.1	5.6	18.7	6.7
Year Began	1970	1974	1970	1974
Year Graduated	1972	1976	1977	1976
Still Attending	28.1	50.0	75.0	50.0

The educational background and attainment of faculty respondents differed by race and by the type of institution in which they were employed (see Table II). Black educators, regardless of whether employed by integrated or black institutions, were slightly older than their white colleagues while attending school. Moreover, a greater percentage of black faculty than white were married at the time they were working toward their generic or advanced nursing degrees.

Overall, the faculty surveyed in predominantly black schools were the most educated. Nearly 90 percent had earned a Master's degree or above, compared to 73 percent of the faculty in integrated schools. As Table II illustrates, white educators in predominantly black schools portrayed the highest levels of educational attainment. All had earned at least a Master's degree and 19 percent had received their doctorate. In the integrated schools, blacks were more educated than their white colleagues, as 78 versus 72 percent had earned a Master's degree or above.

Employment and Work Experience

Interesting differences emerged with respect to the faculty's work history while attending school and in between educational programs. As Table III shows, white faculty employed by both institutional types were most likely to have worked while attending associate, diploma, and/or baccalaureate programs. However, during the faculty's graduate training, blacks were more likely to have been employed. No major differences were detected between the two faculty groups with respect to the duration of employment during educational preparation.

Educators employed by integrated schools of nursing demonstrated similar employment patterns between the time they had completed one educational program and started another. Black integrated school faculty were the only exception, as a greater percentage were employed than their white colleagues in between their Master's and Ph.D. programs.

Sizeable differences were apparent between educators in predominantly black schools of nursing. Table III confirms that black faculty members in these institutions were employed to a greater extent than whites between educational programs. Nearly 90 percent of the blacks worked between all degrees, for an average period of 4-5 years, while three-quarters of the white faculty reported working between educational degrees, for approximately three years.

The data indicate that black educators in predominantly black schools of nursing were most likely to have experienced the constraints of family responsibilities during their nursing careers. As a group, they had worked much longer while married (median=15.5 years) and with children (median=14.9 years) than any other faculty group. No significant differences were seen

between black and white educators employed by integrated nursing institutions.

The constraining effects of family responsibilities, especially upon black educators in black schools of nursing, surfaced in questions relating to career continuity. Those faculty members who had family responsibilities were most likely to have interrupted their careers. Thus, nearly two-thirds of the black faculty in black schools reported having discontinuous careers, while blacks employed by integrated schools (who reported the least exposure to family constraints) had interrupted their careers the least (see Table III). The effects of these interruptions also differed by level of family responsibility. Nearly 30 percent of the black faculty in black schools felt that their career interruptions had negatively affected promotion, advancement, and salary opportunities, while only 4 percent of those with few family responsibilities reported the same.

The overwhelming majority of all faculty were employed on a full-time basis, taught the same average number of courses, and reported similar average class sizes. The findings show that black faculty in integrated schools were more educated and paid more, but occupied lower rank positions than their white counterparts. As Table III illustrates, 62.1 percent of black faculty employed by integrated schools were instructors, in contrast to less than one-half of their white colleagues. Indeed, nearly two-fifths of the white integrated school faculty were either assistant, associate, or full professors, while only 28 percent of the blacks were in similarly ranked positions. Despite having less rank, however, blacks sampled in integrated schools received higher salaries.

In predominantly black schools of nursing, white educators, perhaps because they were more educated than their black colleagues, were paid more and had higher positions. Nearly 90 percent of the white educators occupied

professorial positions, as opposed to 60 percent of the blacks. As the Table indicates, faculty in the black sample schools had occupied their present positions for longer periods of time than educators in integrated schools of nursing.

TABLE III

EMPLOYMENT AND WORK EXPERIENCE OF FACULTY RESPONDENTS BY RACE AND TYPE OF SCHOOL SAMPLED
(Percentage Unless Indicated)

ITEM	INTEGRATED SCHOOLS		PREDOMINANTLY BLACK SCHOOLS	
	White (N=375)	Black (N=63)	White (N=43)	Black (N=71)
WORKING WHILE ATTENDING:				
Associate/Diploma	17.0	25.9	20.0	18.5
Baccalaureate	62.1	52.9	69.0	54.9
Master's	64.6	68.3	46.7	61.2
Doctorate	32.2	54.5	92.9	66.7
WORK BETWEEN DEGREES*				
Assoc/Dipl - Baccalaureate	72.4	69.0	77.3	86.7
Years Worked (mean)	2.0	1.6	3.1	3.9
Baccalaureate - Master's	82.6	88.4	75.0	95.8
Years Worked (mean)	2.4	2.6	3.1	4.3
Master's - Doctorate	46.2	60.0	75.0	88.9
Years Worked (mean)	.4	1.5	3.1	4.8
MISCELLANEOUS				
Years Worked-Married (median)	8.5	8.0	7.5	14.8
Years Worked w/Child (median)	8.1	7.3	7.5	14.7
INTERRUPTIONS				
None	49.0	55.2	46.4	34.7
One	24.0	27.6	21.4	30.6
Two	15.6	15.5	21.4	18.4
Three	7.0	1.7	7.1	4.1
Four	3.1	0	3.6	2.0
Five	.8	0	0	4.1
More than Five	.3	0	0	6.1
INTERRUPTION EFFECTS				
None	47.5	60.0	50.0	51.6
Lost Contact With Field	12.0	8.0	0	0
Hurt Salary	4.4	4.0	0	9.7
Hurt Promotion/Advancement	10.9	0	0	19.4
Helped Advancement	13.7	20.0	21.4	3.2
Helped Opportunities	9.8	4.0	28.6	12.9
Other	1.6	4.0	0	3.2

Table III Continued:

PRESENT POSITION RANK				
Instructor	49.3	62.1	9.4	31.4
Lecturer	1.6	1.7	3.1	5.9
Assistant Professor	23.3	20.7	59.4	37.3
Associate Professor	12.7	6.9	18.8	19.6
Full Professor	2.4	0	9.4	3.9
Other	10.6	8.6	0	2.0
LENGTH OF POSITION				
Less Than One Year	23.4	20.7	15.6	11.5
One - Two Years	46.3	51.7	12.5	15.4
Three - Four Years	20.5	17.2	9.4	25.0
Five -Nine Years	6.6	8.6	25.0	32.7
Ten - Fourteen Years	3.2	1.7	28.1	3.8
Fifteen Or More Years	0	0	9.4	11.5
Work Full-Time	92.3	96.6	96.9	100
Monthly Salary (mean)	1200	1255	1635	1318
Number Courses Taught (median)	1.3	1.2	1.5	1.9
Average Class Size (median)	33.3	30.3	36.6	35.7

[a]WORK BETWEEN DEGREES covers the time period between the completion of one degree program to the start of the next highest program.

FACULTY INFLUENCES IN RECRUITING AND RETAINING BLACK STUDENTS

The attitudes and activities of faculty were examined to determine their influence on black recruitment and retention in both integrated and predominantly black schools of nursing. Attitudinal measures were derived from questions concerning faculty ratings of the extent to which their individual schools of nursing had provided such things as flexible admission requirements, financial assistance, innovative teaching, reduced course loads, and tutoring. Other indicators were derived from faculty members' awareness of and participation in either formal or informal programs instituted by their schools to increase black enrollments and retention. These included programs designed to: send nurses to high schools in black neighborhoods to speak about opportunities available in nursing, invite potential black applicants to visit the school, increase faculty sensitivity to and awareness of cultural and educational differences, aid black applicants in passing entrance examinations and/or in meeting admission criteria, and other programs

designed to meet the needs of black students. Faculty activity indicators for black recruitment and retention were derived from questions concerning faculty participation and involvement in recruitment, tutoring, counseling, advising, and other special remedial programs and activities. Appendix A presents the questions concerning the attitudes of faculty toward black recruitment and retention strategies, as well as the indicators of the scope and extent of faculty involvement in recruitment and retention efforts.

BLACK RECRUITMENT

As Table IV illustrates, the highest black enrollments for integrated schools of nursing were found in associate degree programs ($\bar{X}$=32.6%), while baccalaureate programs exhibited the lowest ($\bar{X}$=9.6%). Regionally, the North had the highest black student composition, but this was due in large part to the high concentration of Northern associate programs sampled. No programmatic differences were detected for black enrollment in predominantly black schools of nursing. Associate and baccalaureate programs alike reported black student compositions of approximately 80 percent. However, unlike the integrated schools sampled, slightly more blacks were enrolled in black baccalaureate than in associate programs. In large part, this is explained by the traditional and established black baccalaureate programs in the South.

The data indicate that faculty most definitely influence black recruitment in schools of nursing. The most obvious results are seen in integrated schools, where recruitment of black students is directly related to: 1) the presence of black faculty 2) faculty attitudinal consensus 3) faculty awareness of and participation in recruitment programs, and 4) faculty activities.

Percent Black Faculty

The percentage of black faculty employed by integrated schools of nursing had a direct bearing on the black composition of the student body. As Table V

shows, the two regions with the highest percentage of black faculty (North and Central) also reported the highest black student enrollments (32.0% and 25.0% respectively from Table IV). Similarly, the Southern region, with the lowest percentage of black faculty employed (8.8%), also reported the lowest black student enrollments of any of the integrated school regions sampled (11.9%).

In predominantly black schools of nursing, the same relationship existed between the percent of black faculty and black student enrollments. In contrast to the regional figures reported above, predominantly black institutions in the South reported the highest black enrollments (91.0%) and also employed the largest proportion of black faculty (90.5%). Northern black institutions exhibited the next highest student enrollment and faculty figures (86.5% and 66.5% respectively); least represented were Eastern schools of nursing (71.6% black enrollment and 39.8% black faculty).

Faculty Attitudinal Consensus

In order to facilitate analysis of the data, faculty responses to recruitment questions were classified according to whether or not there was attitudinal consensus among and between educators on each item. The rationale incorporated in this classification was that the success of black recruitment efforts in schools of nursing should be related to the extent to which black and white faculty agreed to reasons why there are not more blacks in nursing and whether it is desirable to have more blacks in the profession. Moreover, the relationships between black and white educators in perceptual consensus of school provisions and recruitment were also examined. Black and white faculty were considered to be in consensus on any measure in which at least 70 percent of both groups agreed.

TABLE IV

REGIONAL AND PROGRAMMATIC DIFFERENCES
IN BLACK ENROLLMENT AND RETENTION
(MEANS)

	INTEGRATED SCHOOLS		PREDOM. BLACK SCHOOLS	
REGION/PROGRAM	BLACK ENROLLMENT	BLACK RETENTION	BLACK ENROLLMENT	BLACK RETENTION
REGION				
North	32.0	83.0	86.5	70.5
South	11.9	78.6	91.0	79.8
East	17.0	65.5	71.6	79.4
West	20.6	89.7	--	--
Central	25.0	62.3	--	--
Mean	21.7	75.8	83.0	76.6
PROGRAM				
ASSOCIATE				
North	47.7	75.0	87.7	69.0
South*	10.0	70.7	N/A	N/A
East**	33.0	N/A	70.0	67.3
West	32.3	94.3	--	--
Central	40.0	40.0	--	--
Mean	32.6	70.0	78.9	68.2
DIPLOMA				
North	8.0	N/A	--	--
South	15.0	58.0	--	--
East	18.0	43.0	--	--
West	13.0	86.0	--	--
Central	40.0	50.0	--	--
Mean	18.8	59.3	--	--
BACCALAUREATE				
North	9.0	98.0	83.0	75.0
South	11.7	93.3	91.0	79.8
East	6.0	88.0	74.0	97.5
West	11.3	86.3	--	--
Central	10.0	97.0	--	--
Mean	9.6	92.5	82.7	84.1

* No Southern Predominantly black associate schools of nursing were sampled

** Black retention figures from Eastern integrated associate schools of nursing were not provided by the Directors of these programs.

TABLE V

PERCENT OF BLACK FACULTY BY REGION, INSTITUTION, AND PROGRAM
(Means)

REGION/PROGRAM	INTEGRATED SCHOOLS	PREDOMINANTLY BLACK SCHOOLS
REGION		
North	20.4	66.5
South	8.8	90.5
East	17.0	39.8
West	13.9	--
Central	23.0	--
Mean	15.8	65.6
PROGRAM		
ASSOCIATE		
North	23.3	64.7
South*	12.0	N/A
East	11.0	42.7
West	19.3	--
Central	25.0	--
Mean	18.2	53.7
DIPLOMA		
North	0	--
South	5.5	--
East	29.0	--
West	18.0	--
Central	52.0	--
Mean	20.9	--
BACCALAUREATE		
North	12.0	72.0
South	7.7	90.5
East	11.0	35.5
West	7.0	--
Central	7.5	
Mean	9.0	66.0

* No Southern predominantly black associate schools of nursing were sampled

TABLE VI

FACULTY CONSENSUS* ON ATTITUDINAL MEASURES RELATED TO BLACK RECRUITMENT BY RACE AND REGION IN INTEGRATED SCHOOLS OF NURSING
(Percent Agree)

	INTEGRATED SCHOOLS									
	NORTH		SOUTH		EAST		WEST		CENTRAL	
Attitudinal Measure	White (N=50)	Black (N=13)	White (N=169)	Black (N=20)	White (N=45)	Black (N=8)	White (N=72)	Black (N=11)	White (N=39)	Black (N=11)
Nursing schools do not provide release time so that faculty can develop innovative curricula	70.0	93.3	76.4	75.0	75.6	100	83.3	72.2	74.4	63.6
Increasing the number of black nurses is an aid to the profession of nursing	82.0	100	65.2	85.0	60.0	87.5	88.9	90.9	76.9	90.9
As far as I can tell, the other faculty are in favor of actively recruiting blacks	88.0	73.3	74.2	55.0	66.7	50.0	87.5	72.7	76.9	69.8
Active recruitment of blacks is unfair to the other students	20.0	0	32.6	15.0	24.4	12.5	13.9	27.3	23.1	9.1
One reason why there is a shortage of black nurses is that schools of nursing have inflexible admission requirements	36.0	80.0	19.1	30.0	17.8	25.0	29.2	27.3	38.5	81.8
I would be willing to spend time in developing more flexible programs to aid disadvantaged students	76.0	86.7	64.6	80.0	55.6	100	69.5	90.9	87.2	100
Nursing should do all it can to give financial aid to minority student nurses	64.0	100	59.6	95.0	51.1	87.5	59.7	90.9	76.9	90.9
There are more than enough blacks in nursing	0	0	7.9	0	4.4	0	2.8	9.1	5.1	0
Federal programs that require the recruitment of black student nurses have resulted in lowered educational quality within nursing schools	26.0	0	39.9	5.0	37.8	0	13.9	18.2	23.1	0

(continued - next table)

*Faculty were considered to be in consensus on any measure in which at least 70 percent of blacks and whites agreed.

TABLE VI (Continued)

FACULTY CONSENSUS* ON ATTITUDINAL MEASURES RELATED TO BLACK RECRUITMENT BY RACE AND REGION IN INTEGRATED SCHOOLS OF NURSING
(Percent Agree)

	INTEGRATED SCHOOLS									
	NORTH		SOUTH		EAST		WEST		CENTRAL	
Attitudinal Measure	White (N=50)	Black (N=13)	White (N=169)	Black (N=20)	White (N=45)	Black (N=8)	White (N=72)	Black (N=11)	White (N=39)	Black (N=11)
I would be willing to spend extra time assisting black students with learning problems	78.0	100	76.4	95.0	77.8	87.5	72.2	90.9	92.3	81.8
Schools of nursing discriminate in favor of blacks in their admission policies	14.0	13.3	18.5	0	24.4	25.0	13.9	0	2.6	9.1
It is easier for black students than it is for white students to obtain financial assistance from schools of nursing	44.0	6.7	44.9	10.0	42.2	25.0	31.9	0	51.3	9.1

*Faculty were considered to be in consensus on any measure in which at least 70 percent of blacks and whites agreed.

TABLE VII

FACULTY CONSENSUS ON ATTITUDINAL MEASURES RELATED TO
BLACK RECRUITMENT BY RACE AND REGION IN PREDOMINANTLY BLACK SCHOOLS OF NURSING
(Percent Agree)

	PREDOMINANTLY BLACK SCHOOLS					
	North		South		East	
Attitudinal Measure	White (N=4)	Black (N=10)	White (N=5)	Black (N=30)	White (N=23)	Black (N=13)
Nursing schools do not provide release time so that faculty can develop innovative curricula	100	80.0	100	100	87.0	92.3
Increasing the number of black nurses is an aid to the profession of nursing	75.0	90.0	80.0	96.7	65.2	92.3
One reason why there is a shortage of black nurses is that schools of nursing have inflexible admission requirements	25.0	70.0	20.0	60.0	26.1	61.5
I would be willing to spend time in developing more flexible programs to aid disadvantaged students	100	90.0	80.0	96.7	78.3	92.3
Nursing should do all it can to give financial aid to minority student nurses	50.0	90.0	20.0	96.7	73.9	100
Federal programs that require the recruitment of black student nurses have resulted in lowered educational quality within nursing schools	0	40.0	0	50.0	21.7	61.5
I would be willing to spend extra time assisting black students with learning problems	100	90.0	80.0	100	78.3	92.3
Schools of nursing discriminate in favor of blacks in their admission policies	100	0	60.0	3.3	34.8	15.4
It is easier for black students than it is for white students to obtain financial assistance from schools of nursing	100	0	40.0	13.3	17.4	7.7

An examination of Tables IV, VI, and VII indicates that faculty attitudinal consensus and commitment to increasing black representation in nursing is important to successful black recruitment in schools of nursing. The most significant relationships were found in examining the responses of integrated school faculty. For example, integrated schools in the South and East reported the lowest black enrollment figures of any region sampled. Upon examination of Table VI, it is clear that faculty in these two regions were the only group of educators who were not unanimous (70% or greater) in their belief that increasing the numbers of blacks in nursing was an aid to the profession. In addition, faculty sampled in these regions were split along racial lines when asked if they believed that their colleagues favored the active recruitment of blacks in nursing. While over two-thirds of the white faculty agreed to the question, only one-half of the black educators concurred.

One difference in faculty attitudinal consensus emerged from the responses of predominantly black school educators, which may explain the variations in black student enrollments. Faculty sampled in Eastern black schools were not unanimous in their belief that greater numbers of black nurses would necessarily aid the profession (see Table VIII). As Table IV shows, these schools also reported the lowest black enrollment figures (71.6%) of any group of predominantly black institutions in the study.

Faculty Awareness

Initial analysis of Tables VIII and IX would seem to indicate that faculty are satisfied with the extent to which their schools have provided various forms of assistance for recruiting black students. Indeed, the majority of most faculty believed that their schools, to a satisfactory or great extent, offered students financial assistance, flexible admission requirements, innovative teaching, and the opportunity to reduce course loads. Upon closer examination

of the figures, however, it is clear that white educators, most notably in integrated schools, are more satisfied with the extent of school provisions than are their black colleagues. Over 75 percent of white integrated school educators rate their schools favorably on providing financial assistance, flexible admission requirements, and innovative teaching for blacks. Moreover, these white faculty overwhelmingly agree that their schools have increased the recruitment of blacks (84.9%), while only 60 percent of the black faculty rate their schools similarly.

Upon examining the recruitment efforts of faculty, one begins to wonder who exactly is implementing and engaged in the school activities which are so highly praised by white educators in integrated schools of nursing. To be sure, both blacks and whites are involved, but as Table X illustrates, white faculty participate to a much lesser degree. While over one-third of black integrated school faculty visit high schools in black neighborhoods to speak about nursing opportunities, less than 14 percent of their white colleagues do the same. Nearly 30 percent of the blacks are engaged in programs designed to invite potential black applicants to familiarize themselves with the nursing program; as the Table shows, 17 percent of the whites are similarly involved. More than twice the proportion of blacks than whites participate in prenursing programs designed to aid black applicants prepare for entrance exams and/or meet admission criteria. What is perhaps most disconcerting, however, is the finding that the overwhelming majority of white integrated school educators (more than 75%) are unaware of or have not participated in black recruitment programs. While a sizeable percentage of black faculty in these schools also were either unaware or did not participate in these recruitment efforts, their lack of involvement in recruitment programs does not approximate the high levels of white faculty unawareness. Faculty in predominantly black schools

TABLE VIII

FACULTY CONSENSUS ON THE EXTENT OF SCHOOL PROVISIONS
RELATED TO BLACK RECRUITMENT AND RETENTION BY RACE AND REGION IN INTEGRATED SCHOOLS OF NURSING
(Percent Responding Some or Great Extent)

In your opinion, to what extent does your school provide each of the following:	INTEGRATED SCHOOLS									
	NORTH		SOUTH		EAST		WEST		CENTRAL	
School Provision	White (N=50)	Black (N=13)	White (N=169)	Black (N=20)	White (N=45)	Black (N=8)	White (N=72)	Black (N=11)	White (N=39)	Black (N=11)
Granting financial assistance to blacks	100	93.3	98.3	75.0	97.8	87.5	97.2	90.9	94.9	100
Flexible admission requirements for blacks and other minority students	72.0	60.0	62.5	45.0	86.7	87.5	77.8	63.6	79.5	54.5
Increasing recruitment of black students	90.0	73.3	83.1	55.0	88.9	62.5	77.8	63.6	84.6	45.5
Offering flexible course schedules	64.0	66.7	61.2	50.0	62.2	50.0	59.7	63.6	69.2	27.3
Offering transferable credits	100	86.7	83.7	90.0	75.6	37.5	90.3	100	84.6	36.4
Offering reduced course loads for those who need it	70.0	73.3	70.2	70.0	57.8	62.5	70.8	63.6	76.9	18.2
Offering courses to increase proficiency skills	82.0	86.7	63.5	65.0	66.7	75.0	73.6	63.6	76.9	36.4
Offering more extensive course choices to maximize student progression	48.0	53.3	47.2	40.0	46.7	62.5	51.4	27.3	59.0	45.5
Retaining black students in the program	94.0	73.3	87.6	60.0	91.1	75.0	88.9	81.8	94.9	45.5
Accepting transfer credit	96.0	93.3	92.7	80.0	80.0	62.5	94.4	100	87.2	45.5
Eliminating some course prerequisites	40.0	20.0	22.5	15.0	33.3	25.0	26.4	18.2	41.0	18.2

(continued) VIII...Faculty Consensus on School Provisions - Integrated Schools

INTEGRATED SCHOOLS

School Provision	NORTH		SOUTH		EAST		WEST		CENTRAL	
	White (N=50)	Black (N=13)	White (N=169)	Black (N=20)	White (N=45)	Black (N=8)	White (N=72)	Black (N=11)	White (N=39)	Black (N=11)
Offering tutorial sessions	80.0	80.0	72.5	40.0	82.2	75.0	91.7	90.9	87.2	54.5
Offering in-service programs for faculty to increase responsiveness to black students	34.0	0	18.0	10.0	26.7	12.5	62.5	27.3	53.8	18.2
Graduating black nurses	94.0	93.3	94.4	60.0	91.1	75.0	98.6	81.8	97.4	54.5
Providing innovative teaching methods which differ from traditional ones	76.0	33.3	83.1	50.0	84.4	50.0	86.1	72.7	87.2	45.5
Offering reduced course loads for faculty involved with innovative tutorial programs	24.0	0	21.9	25.0	15.6	12.5	13.9	36.4	30.8	18.2

TABLE IX

FACULTY CONSENSUS ON THE EXTENT OF SCHOOL PROVISIONS RELATED TO BLACK RECRUITMENT BY RACE IN PREDOMINANTLY BLACK SCHOOLS OF NURSING
(Percent Responding Some or Great Extent)

In your opinion, to what extent does your school of nursing provide each of the following:	PREDOMINANTLY BLACK SCHOOLS					
	North		South		East	
School Provision	White (N=4)	Black (N=10)	White (N=5)	Black (N=30)	White (N=23)	Black (N=13)
Granting financial assistance to blacks	75.0	90.0	100	80.0	100	84.6
Flexible admission requirements for blacks and other minority students	50.0	100	100	86.7	100	84.6
Increasing recruitment of black students	75.0	90.0	60.0	66.7	100	76.9
Offering flexible course schedules	75.0	50.0	80.0	40.0	73.9	53.8
Offering transferable credits	100	90.0	100	90.0	95.7	84.6
Offering reduced course loads for those who need it	50.0	70.0	80.0	73.3	95.7	70.2
Offering courses to increase proficiency skills	50.0	80.0	80.0	60.0	95.7	70.2
Offering more extensive course choices to maximize student progression	50.0	70.0	40.0	36.7	78.3	84.6
Retaining black students in the program	100	80.0	80.0	96.7	100	92.3
Accepting transfer credit	100	100	100	100	95.7	92.3
Eliminating some course prerequisites	50.0	50.0	40.0	50.0	56.5	7.7
Offering tutorial sessions	100	90.0	100	63.3	91.3	84.6
Offering inservice programs for faculty to increase responsiveness to black students	50.0	60.0	100	43.3	56.5	46.2

Table IX Continued) ...Faculty Consensus on School Provisions - Black Schools

PREDOMINANTLY BLACK SCHOOLS

School Provision	North		South		East	
	White (N=4)	Black (N=10)	White (N=5)	Black (N=30)	White (N=23)	Black (N=13)
Graduating black nurses	100	100	100	93.3	95.7	92.3
Providing innovative teaching methods which differ from traditional ones	75.0	60.0	60.0	56.7	87.0	69.2
Offering reduced course loads for faculty involved with innovative tutorial programs	50.0	30.0	100	26.7	26.1	15.4

of nursing were surprisingly more involved in black recruitment programs than were their colleagues in the integrated schools (see Table XI).

Faculty Activities

Clearly, black faculty employed by integrated schools of nursing are laden with the responsibility of maintaining or increasing their school's black enrollment, in addition to their other educational duties and responsibilities. Responses to a list of ten different faculty activities during an average work week demonstrate that educators who are in the minority in their respective nursing institutions are more involved in recruitment activities than are majority faculty members (see Table XII). Thus, for integrated schools of nursing, black educators are more engaged in recruitment efforts (26.4%) than their white colleagues (16.3%). The converse is true when examining predominantly black schools as a group, where more white faculty are involved in recruitment (18.7%) than blacks (11.5%).

Black recruitment efforts in integrated schools do appear to be related to differences in black and white educators' recruitment activities. The regional figures presented in Table XII indicate that where faculty are equally involved (North and West), recruitment efforts are generally successful. In contrast, where there are differences in faculty recruitment activities (South and East), black enrollments are generally lower. The only exception to this composite is in Central integrated schools, where high black student enrollments are reported in addition to major differences between black and white faculty recruitment efforts.

TABLE X

FACULTY AWARENESS AND PARTICIPATION IN SPECIAL PROGRAMS BY RACE AND REGION
(Percentage Aware and/or Participating Reported)

Program	INTEGRATED SCHOOLS											
	ALL SCHOOLS		NORTH		SOUTH		EAST		WEST		CENTRAL	
	White (N=375)	Black (N=63)	White (N=50)	Black (N=13)	White (N=169)	Black (N=20)	White (N=45)	Black (N=8)	White (N=72)	Black (N=11)	White (N=39)	Black (N=11)
Programs in which nurses visit H.S. in black neighborhoods to speak of nursing opportuns.	13.6	35.0	16.7	36.7	14.9	30.0	14.0	57.1	16.9	36.3	7.7	40.0
Invite potential black applicants to school	17.9	26.8	16.6	16.6	17.2	20.0	23.2	71.4	16.9	27.2	13.7	77.8
Workshops for H.S. counselors to publicize nursing opportuns for blacks.	8.1	18.5	10.4	13.4	7.0	10.0	4.7	25.0	10.0	18.2	12.8	45.5
Prenursing prog. to aid applicants pass entrance exams and/or meet admission criteria	8.6	17.5	6.2	21.0	5.8	15.0	16.7	25.0	10.3	18.1	15.4	45.5
Tutorial assistance to improve student skills	31.4	28.6	39.6	38.3	22.4	10.0	34.8	42.9	37.0	45.4	47.4	55.5
Revise course syllabus and course objecs. to meet needs of black students	21.4	18.5	32.7	50.0	10.6	5.0	14.3	14.3	43.5	37.2	23.6	30.0
Counseling sessions to prepare students for present career needs	34.4	28.0	27.0	39.3	16.4	10.0	29.2	57.1	35.2	36.3	13.3	30.0
Programs to help faculty become sensitive to needs of black students	31.4	27.5	29.1	42.9	18.5	5.3	13.9	14.3	69.1	28.1	47.2	20.0

TABLE XI

FACULTY AWARENESS AND PARTICIPATION IN SPECIAL PROGRAMS BY RACE AND REGION
(Percentage Aware and/or Participating Reported)

Program	ALL SCHOOLS		PREDOMINANTLY BLACK SCHOOLS					
			NORTH		SOUTH		EAST	
	White (N=43)	Black (N=71)	White (N=4)	Black (N=10)	White (N=5)	Black (=30)	White (N=23)	Black (N=13)
Programs in which nurses visit H.S. in black neighborhoods to speak of nursing opportuns.	37.0	40.0	50.0	77.8	0	42.9	44.4	23.1
Invite potential black applicants to school	48.1	43.5	25.0	75.0	0	35.7	66.6	40.0
Workshops for H.S. counselors to publicize nursing opportuns for blacks	14.8	8.5	25.0	11.1	20.0	17.4	11.1	27.2
Prenursing progs. to aid applicants pass entrance exams and/or meet admission criteria	35.7	28.5	10.1	22.2	0	17.8	52.6	66.6
Tutorial assistance to improve student skills	51.7	42.8	50.0	33.3	48.0	42.8	52.4	58.3
Revise course syllabus and course objecs. to meet needs of black students	67.8	46.7	0	60.0	75.2	40.8	60.0	70.0
Counseling sessions to prepare students for present career needs.	44.4	46.9	51.0	44.6	60.3	45.5	38.9	54.5
Programs to help faculty become sensitive to needs of black students	60.7	35.5	25.0	33.3	79.6	28.5	63.1	63.6

TABLE XII

FACULTY ACTIVITIES DURING AN AVERAGE WORK WEEK
(Percentage)

Activity	ALL SCHOOLS		INTEGRATED SCHOOLS									
			NORTH		SOUTH		EAST		WEST		CENTRAL	
	White (N=375)	Black (N=63)	White (N=50)	Black (N=13)	White (N=169)	Black (N=20)	White (N=45)	Black (N=8)	White (N=72)	Black (N=11)	White (N=39)	Black (N=11)
Recruitment	16.3	26.4	28.0	27.7	17.4	25.0	13.3	22.5	18.8	18.2	7.7	18.2
Tutoring	46.7	67.7	50.0	66.7	41.8	65.0	51.1	62.5	50.9	72.7	48.7	72.7
Counseling	82.4	84.6	80.0	86.7	82.0	95.0	77.8	62.5	84.7	72.7	82.1	90.9
Patient Care	38.8	44.6	32.0	33.3	41.0	60.0	28.9	12.5	43.1	54.5	41.0	45.5
Course Development	82.3	70.3	68.0	60.0	86.0	85.0	82.2	62.5	83.3	63.6	82.1	81.8
Community Service	41.1	50.8	46.0	53.3	41.0	55.0	28.9	37.5	41.7	36.4	42.6	63.6
Student Advising	41.9	49.1	26.0	40.0	52.2	55.0	28.9	62.5	40.3	36.4	33.3	54.5
Supervising Clinic	83.3	93.8	76.0	93.3	83.1	95.0	84.4	75.0	80.6	100	97.4	100
Committee Meetings	86.2	96.7	72.0	100	92.1	95.0	86.7	100	80.6	90.9	87.2	100
Teaching	90.4	89.1	90.0	93.3	90.4	100	97.8	87.5	84.7	63.6	92.3	90.9

TABLE XIII

FACULTY ACTIVITIES DURING AN AVERAGE WORK WEEK
(Percentage)
PREDOMINANTLY BLACK SCHOOLS

Activity	ALL SCHOOLS		NORTH		SOUTH		EAST	
	White (N=32)	Black (N=53)	White (N=4)	Black (N=10)	White (N=5)	Black (N=30)	White (N=23)	Black (N=13)
Recruitment	18.7	11.5	25.0	20.0	0	13.3	21.7	7.7
Tutoring	46.9	53.8	50.0	50.0	20.0	50.0	52.2	69.2
Counseling	84.4	96.2	100	100	100	96.7	78.3	92.3
Patient Care	21.9	25.0	25.0	40.0	20.0	23.3	21.7	23.1
Course Development	78.1	71.2	75.0	70.0	80.0	70.0	78.3	76.9
Community Service	40.6	57.7	25.0	40.0	60.0	60.0	39.1	69.2
Student Advising	21.9	55.8	25.0	60.0	60.0	56.7	13.0	53.8
Supervising Clinic	80.6	78.8	100	80.0	40.0	73.3	87.0	92.3
Committee Meetings	96.9	79.8	75.0	80.0	100	76.7	100	84.6
Teaching	84.4	84.6	100	70.0	80.0	90.0	82.6	84.6

BLACK RETENTION

As mentioned earlier, intensive efforts were initiated by schools of nursing during the 1960's to recruit blacks. A few years later, more efforts were directed toward assisting blacks remain in schools of nursing. As the following discussion will show, the success of these efforts has been marginal at best.

Even a cursory examination of the data presented earlier in Table IV confirms that black recruitment and retention are responsibilities which require differing energies. The data clearly show that success in one endeavor (e.g. recruitment) does not ensure success in the other (retention). For example, the regional integrated school figures illustrate that some states have been particularly successful in recruiting blacks, while abysmally deficient in retaining them as students (Central and Eastern states). Only the Western region of the country could be categorized as exhibiting success in both black recruitment and retention. The majority of Southern schools were also successful at both, although two schools with poor recruitment and retention records brought the overall regional figures down.

Predominantly black nursing institutions did not exhibit the regional retention disparities so pronounced in integrated schools. Black student retention varied by less than 10 percent in the regions sampled, as compared to the 29 percentage point range found regionally among integrated schools of nursing.

Programmatic differences in retention are apparent as well. Of all nursing educational programs, baccalaureate schools demonstrate the most success in retaining black students. However, integrated baccalaureate programs, while retaining over 90 percent of black student nurses enrolled, have the least percentage of black students to retain ($\overline{X}$ = 9.6%). Predominantly black baccalaureate nursing programs do not fare quite as well, as they

retain 84.1 percent of their black students. Associate integrated nursing programs retain approximately the same percentage of blacks as do predominantly black two year nursing schools ($\overline{X}$ = 70.0% and 68.2% respectively). Diploma schools of nursing, included only in the integrated sample, reported the lowest black retention figures of any program type sampled ($\overline{X}$ = 59.3%). Overall, integrated schools reported black retention figures ($\overline{X}$ = 75.8%) similar to those of predominantly black institutions ($\overline{X}$ = 76.6%).

The data indicate that faculty play a crucial role in the efforts of schools of nursing to retain black students. The retention differences reported for integrated nursing institutions are, as is black recruitment, related to: 1) faculty attitudinal consensus on school provisions and efforts related to minimizing black dropout rates 2) faculty awareness of and participation in nursing school retention efforts and programs and 3) individual faculty activities.

Faculty Attitudinal Consensus

Just as faculty responses to recruitment questions were classified according to the presence or lack of consensus among and between racial groups of educators, so too were responses to questions related to black retention. The same criterion (70 percent of each group responding affirmatively) was utilized to determine whether black and white faculty concurred on each measure.

Data presented in Table VIII shows that attitudinal consensus among and between faculty is related to black student retention in schools of nursing. Western integrated schools, which report the highest black student retention rates of any of the total sample schools (89.7%), also exhibit the most faculty consensus on questions related to what the school provides to minimize black student attrition. In this region, both black and white educators agree that

innovative teaching methods are offered. In addition, they unanimously agree that tutorial assistance is provided.

The data also indicate that faculty consensus is important to black student retention in predominantly black schools of nursing. Without a doubt, faculty sampled in Eastern black schools of nursing concurred to a much greater extent on questions concerning school provisions related to retention than did their counterparts in Northern schools. Predominantly black institutions in the East (retention = 79.4%) were given considerably better marks by their educators than were schools in the North (retention - 70.4%) for providing: reduced course loads for those in need, courses to increase students' proficiency skills, tutorial assistance, more extensive course choices, and innovative teaching. Southern educators, whose schools reported the highest mean retention figures (79.8%), did not agree to the same extent on their schools' retention provisions as Eastern faculty.

Further analysis of faculty's responses to questions concerning school provisions indicates that where there is a lack of consensus between educators, black student retention is lower. Faculty from integrated programs in the Central region exhibited the lowest concurrence on school provision questions. Of the 16 provisions listed in Table VIII, black and white faculty from Central schools of nursing agreed only on the financial assistance measure. Black faculty members in these schools were much more dissatisfied than their white colleagues with the extent to which their schools of nursing had attempted to minimize black student attrition. Eastern integrated school faculty displayed slightly more consensus on the same questions, but still were divided on the overwhelming majority of measures. Faculty responses would seem to indicate that integrated schools in these two regions are not emphasizing black student retention in their programs. Indeed, the retention figures provided by these

schools clearly demonstrate that they are seriously lacking in their commitment to and efforts expended for black students.

Faculty Awareness and Participation in Retention Programs

Unlike their responses to recruitment related questions, the nursing faculty as a group were not overly satisfied with their schools' efforts to retain black student nurses. Specifically, integrated school nursing educators were most critical of their schools' efforts (or lack of them) to: offer flexible course scheduling; offer more extensive course scheduling to maximize student progression; eliminate some course prerequisites; and conduct inservice programs for faculty to increase responsiveness to black students. Predominantly black school faculty were most dissatisfied with their schools' efforts to increase faculty sensitivity, eliminate course prerequisites, and offer flexible course schedules. Despite these shortcomings, however, varying degrees of success in retaining black student nurses was achieved through individual faculty participation in efforts designed to minimize black attrition. Again, there was a relationship between faculty awareness and participation in these efforts and the black student retention rates reported by the schools. Integrated school faculty, for example, in the highest black retention region (West), were most aware of and participated to a greater extent in black retention programs and efforts. Nearly 40 percent of the black and white educators in these schools were either aware of or participated in efforts to revise syllabi and course objectives to meet the needs of black students. In contrast, only one-fourth of faculty in Central regional schools and less than 10 percent of Eastern integrated faculty (two lowest retention regions) were similarly aware or involved in such activities (see Table VIII). These same differences in effort and commitment surfaced on other measures related to black student retention. Faculty awareness and participation in

programs to help the educators become sensitive to the needs of disadvantaged students was most prevalent in integrated schools reporting the highest retention rates (West) and most lacking in schools with the least success (Central and East). As Table X shows, the same relationship existed with respect to counseling sessions to prepare students for career needs. All integrated faculty, excluding those in the South, utilized tutorial assistance to improve student skills.

Large and significant differences were reported by predominantly black school faculty on the retention measures. Clearly, black and white educators in Eastern black schools were more directly involved in black student retention than were those in other regions. The majority of faculty took part in efforts to revise syllabi and course objectives to more adequately meet the needs of their black students. Slightly less than a majority also utilized counseling sessions (see Table XI). However, major differences surfaced with regard to tutoring and faculty sensitivity efforts. Surprisingly, approximately 60 percent of the faculty sampled in Northern black schools were not aware of or involved in tutorial assistance efforts. In contrast, the majority of faculty in Eastern black schools participated in such efforts. Faculty sensitivity programs were also most prevalent in Eastern black schools.

Faculty Activities

Even though similar percentages of black and white faculty reported either being aware of or participating in tutorial assistance programs, there were racial differences in actually spending time tutoring students each week. Blacks in both integrated and predominantly black schools of nursing were more involved in tutoring students than their white colleagues. The largest differences were found among faculty in integrated schools, where over 20 percent more blacks than whites (46.7 versus 67.7%) reported tutoring as an activity in which they were involved during an average work week.

Similarly, black educators in both types of institutions were slightly more involved than whites in counseling activities. However, as was seen in black recruitment activities, black faculty members in integrated schools assumed retention related duties in addition to all their other responsibilities (see Table XII).

The large majority of all faculty sampled indicated that they would be willing to spend extra time assisting blacks with learning problems. Most also reported that they would be willing to spend time in developing more flexible programs to aid disadvantaged students.

BLACK RECRUITMENT AND RETENTION SUCCESS

The data provided by the 40 participant schools of nursing were examined to determine how many were successful at both recruiting and retaining black students. Schools were categorized as being successful if their black student nurse enrollment was at least 15 percent and their black retention rate was a minimum of 80 percent. Of the 27 integrated schools of nursing in the sample, only six were successful in enrolling over 15 percent and retaining over 80 percent of their black students. With only one exception, these schools were located in either the South or the West. None of the participant integrated schools in the East or Central regions were successful at both recruiting and retaining black students. Twenty percent of the Northern integrated schools of nursing were successful at both (1 of 5), while 25 percent of schools in the South were successful (2 of 8). Western integrated schools of nursing were most successful, as 43 percent (3 of 7) enrolled over 15 percent and retained over 80 percent of black students.

The predominantly black schools of nursing sampled exhibited more success at both recruitment and retention than did the integrated schools. Of the 13

schools visited, 54 percent were successful (N = 7) in enrolling and retaining black students. Northern predominantly black institutions were least successful (only 25%), while Eastern and Southern schools were most successful (60% of Eastern and 75% of Southern black schools retained at least 80 percent of black students).

Successful vs. Non-Successful Schools

Questionnaire responses of faculty from the four integrated schools of nursing most successful in enrolling and retaining black students were compared with the responses of educators from the four least successful integrated schools to determine which factors account for the differences between the two groups of institutions. All of the least successful schools of nursing enrolled a sizeable black student body (at least 10 percent) but reported retention rates of 50 percent or less. Predominantly black nursing institutions were not included in the comparison, as the majority were successful in enrolling and retaining black students.

Striking differences were apparent between nursing educators in successful and non-successful schools. Faculty educational preparation surfaced as the most significant background difference. Over 92 percent of the educators in successful schools of nursing had earned an advanced degree (Master's or above), compared to 54 percent of similarly educated faculty in non-successful schools. Major differences were detected between the two groups of educators on attitudinal questions related to black student recruitment and retention. As data presented in Table XIV illustrate, these differences in faculty attitudes are exclusively attributable to one underlying dimension - COMMITMENT. Quite simply, nursing faculty in successful schools are committed to black students who have chosen nursing as a profession, while educators in non-successful schools are not. Note, for example, the faculty's responses to questions regarding increasing the

TABLE XIV

SELECTED RESPONSES OF FACULTY FROM SCHOOLS MOST SUCCESSFUL AND LEAST SUCCESSFUL IN BLACK RECRUITMENT AND RETENTION

(Percentages)

		INTEGRATED SCHOOLS	SUCCESSFUL		
ITEM	Total (N=105)	School 1 (N=61)	School 2 (N=21)	School 3 (N=14)	School 4 (N=9)
General (% Agree)					
Nursing schools don't provide release time so that faculty can develop innovative curricula	80.1	76.6	72.2	71.4	100
Increasing the number of blacks is an aid to the profession	85.3	76.1	95.0	70.0	100
The other faculty are in favor of actively recruiting blacks	83.8	75.0	90.0	70.2	100
Active recruitment of blacks is unfair to other students	28.9	42.6	15.8	42.9	14.3
There are more than enough blacks in nursing	7.9	5.7	10.5	15.4	0
Many faculty dislike teaching minorities	6.6	6.9	10.5	9.1	0
SCHOOL PROVISIONS (%Great or Some Extent)					
Financial aid	97.9	96.2	94.4	100	100
Flexible admission requirements	66.8	61.1	94.4	61.6	50.0
Offering flexible course schedules	69.5	75.8	84.2	84.6	33.4
Offering reduced course loads	88.7	84.5	94.5	92.3	83.3
Offering courses to increase proficiency skills	57.1	70.0	83.3	41.6	33.4
Offering more extensive course choices	61.2	66.6	66.7	61.1	50.0
Accepting transfer credit	95.0	96.5	100	100	83.4
Eliminating some course prerequisites	18.9	22.4	13.4	23.1	16.7
Offering tutorial sessions	76.0	64.3	94.7	61.5	83.3
Faculty sensitivity inservice programs	30.6	9.3	63.2	0	50.0
Providing innovative teaching	82.9	93.1	94.7	76.9	66.7
PROGRAMS (%Aware and/or Participating in)					
Programs in which nurses visit H.S. in black neighborhoods to speak of nursing opportunities	25.6	11.5	5.0	42.9	42.9
Invite potential black applicants to school	23.7	13.1	10.0	28.6	42.9
Workshops for H.S. counselors to publicize nursing opportunities for blacks	15.6	1.7	10.5	7.1	42.9
Prenursing programs to aid applicants to pass entrance exams and/or meet admission criteria	.4	1.7	0	0	0
Tutorial assistance to improve student skills	30.2	16.4	47.1	14.3	42.9
Revise course syllabus and course objecs. to meet needs of black students	29.8	6.8	47.4	7.7	57.1
Counseling sessions to prepare students for present career needs	30.8	18.6	33.3	14.3	57.1
Programs to help faculty become sensitive to needs of black students	34.9	18.3	70.6	7.7	42.9

TABLE XIV (continued)

SELECTED RESPONSES OF FACULTY FROM SCHOOLS MOST SUCCESSFUL AND LEAST SUCCESSFUL IN BLACK RECRUITMENT AND RETENTION
(Percentages)

ITEM	Total (N=57)	INTEGRATES SCHOOLS School 1 (N=11)	NON-SUCCESSFUL School 2 (N=17)	School 3 (N=16)	School 4 (N=13)
General (% Agree)					
Nursing schools don't provide release time so that faculty can develop innovative curricula	72.7	90.0	75.1	56.3	69.3
Increasing the number of blacks is an aid to the profession	61.5	60.0	30.3	93.8	61.8
The other faculty are in favor of actively recruiting blacks	50.1	30.0	43.8	80.3	46.2
Active recruitment of blacks is unfair to other students	36.4	60.0	51.3	18.8	15.4
There are more than enough blacks in nursing	12.0	21.1	6.3	0	20.4
Many faculty dislike teaching minorities	17.1	30.0	17.5	6.3	14.7
SCHOOL PROVISIONS (%Great or Some Extent)					
Financial aid	94.7	100	94.1	100	84.6
Flexible admission requirements	62.5	44.4	82.3	61.6	61.6
Offering flexible course schedules	33.0	44.4	23.6	12.5	51.5
Offering reduced course loads	38.5	55.5	6.3	0	92.3
Offering courses to increase proficiency skills	56.6	44.4	56.8	25.0	100
Offering more extensive course choices	30.1	44.4	5.9	20.0	50.0
Accepting transfer credit	65.8	66.6	52.9	43.8	100
Eliminating some course prerequisites	15.6	11.1	17.6	6.3	27.3
Offering tutorial sessions	73.1	66.6	70.5	55.3	100
Faculty sensitivity inservice programs	23.1	11.1	0	31.3	50.0
Providing innovative teaching	76.3	66.6	82.3	56.3	100
PROGRAMS (%Aware and/or Participating in)					
Programs in which nurses visit H.S. in black neighborhoods to speak of nursing opportunities	20.0	22.2	23.5	26.7	7.7
Invite potential black applicants to school	37.4	0	52.9	80.0	16.7
Workshops for H.S. counselors to publicize nursing opportunities for blacks	18.9	11.1	17.6	46.7	0
Prenursing programs to aid applicants to pass entrance exams and/or meet admission criteria	18.4	0	23.5	33.4	16.7
Tutorial assistance to improve student skills	35.3	22.2	29.4	53.3	36.4
Revise course syllabus and course objecs. to meet needs of black students	21.6	0	18.8	31.3	36.4
Counseling sessions to prepare students for present career needs	25.4	16.1	31.3	37.5	16.7
Programs to help faculty become sensitive to needs of black students	26.0	0	11.8	37.5	54.5

black nurses pool. Over 85 percent of educators from successful schools agree that increasing the numbers of black nurses is beneficial to the nursing profession, in contrast to only 62 percent of non-successful school faculty. Keeping in mind that all of the sample schools represent the "best" in the nation for black nursing education, it seems unbelievable that in one of these schools only 30 percent of the faculty would view an increase in the number of black nurses as an aid to the profession.

The differences in faculty commitment are also apparent in other attitudinal items. Faculty in schools of nursing which successfully recruit and retain black students overwhelmingly believe that their colleagues favor the active recruitment of black students (83.8%). Only one-half of non-successful nursing faculty similarly agree, and as a closer examination of Table XIV demonstrates, the majority of educators in 3 of these 4 schools report that their colleagues do not favor actively recruiting black students. Moreover, nearly one-fifth of the educators in schools which are not successful report that many faculty dislike teaching minority students.

This lack of faculty commitment to black nursing education has serious ramifications for any and all programs and efforts directed toward black students in non-successful schools. Programs which are instituted by these schools to aid blacks cannot possibly meet the needs of black students without a firm commitment on the part of faculty. How is a student to benefit from tutoring, counseling, a workshop, or any other remedial program when the majority of educators who have designed and are responsible for this assistance simply do not care?

Strategies utilized by schools which have successfully enrolled and retained black students will not solve the commitment problem, but can at least bring us closer to understanding why these schools are doing so well. Exclud-

ing commitment, the major reason why the four successful schools have comparatively good records for enrolling and retaining black students is because their programs are flexible, and to a certain degree, innovative. Nearly 70 percent of these schools offered flexible course schedules (according to the faculty) for students, while only one-third of the non-successful schools did the same. Students could reduce course loads in 89 percent of the successful nursing schools. In contrast, only 39 percent of the four non-successful programs offered this option. Over three-fifths of the faculty sampled in successful institutions reported that extensive course choices were available to students; less than one-third of non-successful school faculty reported the same. Transfer credit was accepted by 95 percent of the successful schools, as opposed to less than two-thirds of unsuccessful schools.

All faculty sampled believed that financial aid was readily available to student nurses, and the majority also felt that their programs were doing well in providing tutorial assistance.

Most of the educators sampled (over 75%) believed that the teaching methods in their individual schools of nursing were innovative. However, the data have clearly shown that innovative teaching in and of itself is not the key to successful recruitment and retention of black student nurses - neither are a multitude of special programs designed to assist black students. Innovative approaches, special remedial programs, and flexible requirements designed to meet the needs of black student nurses can only be successful when faculty are firmly and decidedly committed to making them work. Anything less represents a grave and harmful disservice to the black student nurse.

CONCLUSION

This paper has drawn upon the survey responses of faculty from 40 integrated and predominantly black schools of nursing throughout the country to report how nursing faculty affect the efforts of their schools to recruit and retain black students. Many factors were identified as being of particular importance to these efforts.

Not surprisingly, the presence of black faculty to serve as role models was seen to have a direct bearing on black student enrollments in both integrated and black schools of nursing. Regionally, those schools which were most successful in enrolling black students also reported the highest percentages of black faculty. The data indicated that these black educators were primarily responsible for black recruitment and retention within their respective schools. In integrated schools particularly, it was found that black faculty were not only responsible for recruiting and retaining students, but were also expected to carry the burden of all other faculty duties. Even though these faculty were more educated and were paid more for their services than their white colleagues, they occupied lower rank positions. Thus, due to the nature of their rank and duties, it is clear that black educators in integrated schools of nursing meet more career mobility barriers. Indeed, their involvement in black recruitment and retention activities are not the types of endeavors which are rewarded in academia as are research and publishing. Clearly, efforts to recruit and retain black student nurses must be shared by all faculty members.

Ratings of school provisions by the faculty were also found to be important to black student recruitment and retention efforts in schools of nursing. Generally, where sizeable percentages of both black and white educators agreed that their schools were doing well in providing recruitment and retention related services, the enrollment and retention figures were

high. However, white faculty in integrated schools were much more supportive of their school's efforts than were their black colleagues. The findings present an interesting paradox. White educators, who praise their schools' efforts, are generally unaware of the ongoing school programs and efforts designed to increase black enrollments and retention.

An examination of the schools which were most successful in enrolling and retaining black students showed that schools in the South and West (integrated) were doing best. Western integrated schools were particularly successful, as 43 percent of all schools sampled in the region enrolled over 15 percent and retained over 80 percent of black students. As a group, predominantly black schools of nursing exhibited more success in retaining black students than integrated schools. Southern black institutions were most successful in their retention efforts (75% blacks retained).

In examining the factors which contributed to a school of nursing's success in recruiting and retaining black students, faculty were found to play a determining role. Educational preparation was particularly significant, as 92 percent of faculty in successful schools of nursing had earned graduate degrees as compared to only 54 percent of the educators in non-successful schools. However, the major difference found between faculty in successful and non-successful schools of nursing was in their commitment to black student nurse education. Significant differences were found between the two groups of educators on questions concerning: the positive effects of increasing the numbers of black nurses; favoring active recruitment of black students; fairness of recruiting blacks; and the desire to help black and other minority students. These differences in faculty attitudes were found to affect the success of efforts designed to meet the needs of black students. Thus, where faculty were committed to black education,

schools displayed curriculum flexibility and innovation, and were successful in enrolling and retaining large numbers of black students. Such things as flexible course scheduling, reduced course loads, more extensive course choices, and innovative teaching were utilized well by successful schools of nursing. In contrast, these efforts, activities, and programs did not make a difference in schools of nursing where the educators displayed little or no commitment to blacks.

There can be no doubt that faculty commitment to black student education is the single most determining factor of success in enrolling and retaining black students in schools of nursing. As this report has shown, faculty commitment to black recruitment and retention is seriously lacking in many schools of nursing. Keeping in mind that the schools participating in this project are among the "best" in providing nursing educational opportunities to blacks, the outlook for the future is not good. If blacks are to be truly provided with equal opportunity and educational equity, more commitment and awareness on the part of faculty are sorely needed.

APPENDIX A

FACULTY ATTITUDINAL AND ACTIVITY INDICATORS RELATED TO BLACK RECRUITMENT AND RETENTION

Attitudinal Indicators

To what extent does your school of nursing provide each of the following: (Possible responses are Great, Some, Little, and None)

-Granting financial assistance to blacks
-Flexible admission requirements for blacks and other minority students
-Increasing recruitment of black students
-Offering flexible course schedules
-Offering transferable credits
-Offereng reduced course loads for those who need it
-Offering courses to increase proficiency skills
-Offering more extensive course choices to maximize student progression
-Retaining black students in the program
-Accepting transfer credit
-Eliminating some course prerequisites
-Offering tutorial sessions
-Offering inservice programs for faculty to increase responsiveness to black students
-Graduating black nurses
-Providing innovative teaching methods which differ from traditional ones
-Offering reduced course loads for faculty involved with innovative tutorial programs

We would like your opinion on the following statements. Please indicate the extent to which you agree or disagree with each statement. (Possible responses are Strongly agree, Agree, Disagree, and Strongly Disagree)

-Nursing schools do not provide release time so that faculty can develop innovative curricula
-Increasing the number of blacks is an aid to the profession of nursing
#-As far as I can tell, the other faculty are in favor of actively recruiting blacks into the nursing profession
#-Active recruitment of blacks is unfair to the other students
-One reason why there is a shortage of black nurses is that schools of nursing have inflexible admission requirements
#-There are more than enough blacks in nursing
-Federal programs that require the recruitment and retention of black student nurses have resulted in lowered educational quality within nursing schools
-Schools of nursing discriminate in favor of blacks in their admission policies
-It is easier for black students than it is for white students to obtain financial assistance from schools of nursing
#-Many of our faculty members dislike teaching minority students

Note: Questions marked # only asked of faculty in integrated schools

In recent years, programs have been established to interest blacks in a nursing career, to help them enter nursing schools, and to foster successful completion of their program. Have you been aware or participated in any of the following: (Possible responses are Unaware, Aware/Did not Participate, Participated/Effort Successful, Participated/Effort Unsuccessful)

-Programs in which nurses visit high schools in black neighborhoods to speak about the opportunities in the nursing profession
-Invitations to potential black applicants to visit your school to familiarize them with the program. These visits include meetings and discussions with faculty and student nurses
-Workshops for high school counselors to publicize opportunities for blacks in nursing
-Prenursing programs to aid applicants in passing entrance examinations and/or in meeting admission standards
-Tutorial assistance to improve student skills
-Revision of syllabus and course objectives to meet the needs of black students
-Counseling sessions (e.g. group experiences to foster interpersonal communication) to prepare students for present career needs
-Programs conducted to help faculty become sensitive to the needs of black students

Activity Indicators

During an average work week, are you involved in the following activities?

-Recruitment
-Tutoring
-Counseling
-Direct Patient Care
-Course Development
-Community Service
-Advising Student Activities
-Supervising Clinical Practice
-Committee Meetings
-Teaching

We would like your opinion on the following statements. Please indicate the extent to which you agree or disagree with each statement. (Possible responses are Strongly Agree, Agree, Disagree, and Strongly Disagree)

-I would be willing to spend time in developing more flexible programs to aid disadvantaged black students
-I would be willing to spend extra time assisting black students with learning problems